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ABSTRACT

The Weekend College (WEC) at Virginia's John Tyler Community College (JTCC) is an 8-week program offering classes every other weekend as well as student-directed learning activities outside the classroom. The program was begun in spring 1995, offering 9 courses and enrolling 152 students. To judge the effectiveness of the WEC, data were collected from student records, final course grades, and responses from 115 students to a survey distributed in the last class period. Results of the assessment included the following: (1) 80% of the students were female, 73% were white, 24% were black, and two-thirds were first-generation college students; (2) 20% of the students were new to JTCC, while 16% had returned after an absence of 3 or more semesters; (3) 38% were enrolled in arts and sciences for transfer programs, 18% in business management programs, and approximately one-quarter in non-curricular programs; (4) the most common reason cited for enrolling in the WEC program was that the classes fit the students' schedules; (5) the quality of instruction was rated as excellent or very good by 91%, compared to similar ratings by 75% for the quality of service of the WEC office and 62% for the quality of WEC offerings; (6) 88% indicated that they would recommend the program to a friend; and (7) 43% of the WEC students received A's, compared to 35% of JTCC's traditional students. (WEC eligibility requirements, the survey instrument, and student comments are appended.) (KP)

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ED 387 156

JOHN TYLER COMMUNITY COLLEGE

WEEKEND COLLEGE

THE FIRST SEMESTER

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JOHN TYLER COMMUNITY COLLEGE

WEEKEND COLLEGE

Executive Summary

Weekend College at John Tyler Community College (JTCC) was funded by SCHEV's Funds for Excellence for the 1994-96 biennium. It offers a structured curricular delivery system for the adult learner with class meeting every other weekend for eight weeks. The following highlights provide an overview of the Weekend College.

* A total of 152 students participated in Weekend College during the Spring semester, 1995. Approximately one-third of the students were new to JTCC or had returned after an absence of three or more semesters. Similarly, one-third of the students were enrolled in Weekend College classes only. Of the continuing students, more than half reported that they took more classes due to Weekend College.

* One-half of the Weekend College students were enrolled in the Arts and Sciences for Transfer and the Business Management programs. One-fourth of the students were enrolled in non-curricular programs.

* The majority of students enrolled in Weekend College because the classes fit their schedule. One half of the students who had previously enrolled at JTCC indicated no preference for Weekend College or the day and evening classes. They appreciated the opportunity to take more classes regardless of the delivery system. One-third of the

students preferred the Weekend College and about one-fifth preferred the day or evening format.

* The majority of students were very satisfied with the accessibility of their instructors, the Continuing Education/Weekend College Office, and the Learning Resources Center. They were also pleased with the Weekend College's awareness of the needs of adult learners and the personal attention offered to them. Nearly all of the students would recommend Weekend College classes to a friend, co-worker, or acquaintance.

* Final course grades for Weekend College classes were similar to the grades reported for the day and evening classes. A slightly larger percentage of students earned A's and a slightly smaller percentage of students received W's in the Weekend College. With specific enrollment criteria, Weekend College students were generally better prepared than students enrolled in the traditional day or evening classes.

WEEKEND COLLEGE AT JOHN TYLER COMMUNITY COLLEGE

INTRODUCTION

The State Council of Higher Education for Virginia (SCHEV) approved the Weekend College proposal submitted by John Tyler Community College (JTCC) under the Funds for Excellence program for the 1994-96 biennium. The Council allocated $50,247 for 1994-95 and $57,977 for 1995-96 to "Develop a Weekend College."

The Weekend College (WEC) is a curricular delivery system that combines more structured, teacher-directed group learning in the classroom with less structured, student-directed learning outside the classroom. The program is designed to help the College attract a new kind of student and increase penetration rates. It also is designed to increase the retention rates of underserved populations and the number of students who receive college transfer degrees.

Weekend College classes for the Spring semester began on January 13-15, 1995 and met every other weekend for eight weeks. The final class meetings were held on April 21-23, 1995. The class hours equal half the classroom hours that day and evening college classes normally meet. Academic quality is maintained through independent study assigned for completion during the two weeks between classes. Classroom instruction is supplemented by additional materials that guide students during the two week interval between classes. The class meeting times were as follows:

Friday	6:30 pm - 9:15 pm
Saturday	8:15 am - 11:00 am
Saturday	11:30 am - 2:15 pm
Sunday	1:00 pm - 3:45 pm

Students who enroll in the Weekend College can complete in their entirety the Associate in Applied Science degree for Business Management or the Associate in Arts and Sciences for Transfer degree. The following classes were offered during the Spring semester:

History and Appreciation of Art I (ART 101)
Introduction to Business (BUS 100)
Introduction to Computer Information Systems (CIS 100)
Fundamentals of Computer Information Systems (CIS 110)
Principles of Economics: Macroeconomics (ECO 201)
College Composition I (ENG 111)
History of Western Civilization I (HIS 101)
U.S. History I (HIS 121)
Introduction to Psychology I (PSY 201)

Due to the unique delivery system of WEC with half the classroom hours of the traditional class, the College initiated more strigent criteria for WEC than is normally required for enrollment. The enrollment criteria for WEC is provided in Appendix A.

THE FUNDS FOR EXCELLENCE PROPOSAL

The proposal to develop a Weekend College at John Tyler Community College addressed the following concerns:

1. Provides for the development of an innovative teaching method for delivering instruction that will extend the reach and effectiveness of faculty.
2. Provides for the development and implementation of curricula based on student competency that break away from the credit-for-contact model.
3. Offers an innovative teaching method for delivering instruction that is specifically designed for the adult learner who recognizes the ability of many adult learners to take more responsibility for their learning and which recognizes the multiple commitments of adults.
4. Provides co-curricular and alternative approaches to the delivery of student support services, specifically:
   - counseling services that orient potential students as well as on-going weekend counseling services for Weekend College participants
   - orientation programs that utilize Weekend College faculty and students
   - a system that facilitates a mentor relationship between faculty member teaching a course and his/her students
   - a Student Advisory Committee that advises Weekend College administrators
   - a peer education approach to facilitate contact among students in a class.

METHODOLOGY

During December 1994, all students who had enrolled in Weekend College were contacted by telephone. They were welcomed to Weekend College; asked if they had received their WEC first assignment sheet and if they had questions about it; and given the telephone number of the Continuing Education/ WEC Office. They were told to call if they needed assistance.

After the first weekend of classes (January 13-15, 1995), all students were contacted by telephone again. They were asked about their first weekend of class(es), reminded about the importance of timeliness regarding assignments, told about the availability of tutoring, encouraged to contact their instructor if they had questions before the next class meeting, and given the telephone number of the Continuing Education/Weekend College Office.

At mid-term (February 24-27, 1995), all students were contacted a third time. They were reminded about the availability of tutoring and assistance from the counseling staff. At this time, the WEC staff checked the students records using the Student Information System (SIS) to examine demographic data, each student's program of study, and whether they had met the required enrollment criteria.

At the final WEC class meeting (April 21-23, 1995), the WEC end-of-course surveys were distributed to all students during class. This survey included items that asked for student ratings and commentary on student support services, instruction, and overall quality of the program. Instructors collected the completed forms and returned them to the Continuing Education/Weekend College Office. In addition to the surveys, final grades for each course were examined and are presented.

Information from student records, end-of-course surveys, and final course grades provide a quantitative and qualitative base to judge the effectiveness of the program. This "first look" at the JTCC Weekend College offers a comprehensive assessment of our innovative delivery system.

THE FINDINGS

Information about WEC participants was gathered from three sources - individual student records, telephone interviews, and the end-of-course survey.

STUDENT RECORDS & TELEPHONE INTERVIEWS

A total of 152 students were enrolled in the Weekend College during the Spring semester, 1995. Nearly 80 percent (121 students) were female and 20 percent (31 students) were male. When examined by racial or ethnic categories, 73 percent (111 students) were white and 24 percent (37 students) were black. Two percent of the participants were Hispanic (1 student), Asian (1 student), or other (2 students) racial groups. Comparisons to the traditional JTCC student body are presented below.

Race and Gender Comparisons		
Gender	**WEC**	**Traditional**
Female	80%	66%
Male	20%	34%
Race/Ethnicity		
White	73%	77%
Black	24%	16%
Other	3%	7%

Two-thirds of the WEC participants (101 students) were first generation college students, while one-third (42 students) had other family members who had attended college. Information on family members' college attendance was not available for 9 students (6 percent).

Of the 152 WEC participants, 31 students (20 percent) enrolled at JTCC for the first time, and 24 students (16 percent) returned to the College but had not attended during the previous three semesters. The remaining 97 students (64 percent) had attended at least one of the previous three semesters. The number of first-time students may have been hampered by the lack of an initial promotional brochure. The College planned to mail an information brochure to all residents in the service area. Due to a budget shortfall, the College was unable to provide the money it pledged. This brochure was the cornerstone of the advertising component and would have helped to introduce the general public to the Weekend College. SCHEV has approved that the College can use unspent funds from 1994-95 to create a promotional brochure that will be mailed in June 1995. Future enrollment patterns of first-time students may vary significantly.

Household income, as reported by students, suggests that about one-fourth of the participants earned $50,000 or more while about 20 percent earned between $20,000- $29,999. This information was obtained from the telephone interviews. The results were reported as follows:

Under $10,000	3	$40,000 - $49,999	22
$10,000 - $19,999	23	$50,00 & above	37
$20,000 - $29,999	32	No response	14
$30,000 - $39,999	21		

One-half or 76 students lived more than ten miles from the Chester campus while one-half (76 students) lived less than ten miles away. The percentages for Weekend College students and students enrolled in day and/or evening classes for each residential location are presented in the

following table. The two largest areas represented were Chesterfield County and Richmond. Approximately 35 percent of the students lived in chesterfield County and 30 percent lived in Richmond. About 8 percent of the WEC students lived outside of the service region. When compared to the traditional students body, larger percentages of students from Colonial Heights, Petersburg, and Richmond enrolled in the Weekend College than in the traditional day or evening programs at JTCC. On the other hand, a smaller percentage of students from Chesterfield County and locations outside the service region enrolled in the Weekend College.

RESIDENCE		
	WEC	**Traditional**
Amelia	2%	2%
Chesterfield	35%	50%
Colonial Heights	8%	4%
Dinwiddie	1%	3%
Hopewell	7%	5%
Petersburg	7%	5%
Prince George	5%	4%
Richmond	30%	10%
Other	5%	11%

As illustrated in the table below, the majority of the WEC students were enrolled in the Arts and Sciences for Transfer program (38 percent) and the Business Management program (12 percent). About one- fourth of the students were not enrolled in curricular programs, i.e. Upgrading Skills, Personal Satisfaction, and Developing Job Skills. Note that three students were classified as Pending Curriculum which indicates that their application for admission to the College was incomplete.

Program of Study	
Major	**Number**
Accounting	3
Allied Health Preparation	9
Arts & Sciences for Transfer	57
Business Management	18
Computer Information Systems	7
Early Childhood Development	2
Electronics Engineering Technology	1
Fine Arts	2
Human Services	7
Instrumentation Engineering. Technology	1
Office Systems Technology	3
Career Exploration	6
Developing Job Skills	3
Non-degree	5
Personal Satisfaction	8
Upgrading Skills	16
Pending Curriculum	3

About one-third or 53 students were enrolled in WEC classes only while 99 students (65 percent) attended both traditional classes during the day or evening at JTCC and Weekend College classes. Of the 99 students who enrolled in both types of classes, 54 students (55 percent) reported that they took more classes because of Weekend College.

Based on the analysis of student records in February, 1995, 22 students (15 percent) did not meet the required standards to enroll in Weekend College . Eleven students did not take the required placement tests and six students did not complete the required developmental courses after taking the placement tests. Four students did not have a transcript on file of previous courses taken. And, five students had cumulative GPAs below 2.0. Some students did not meet the WEC criteria in more than one category, therefore the total does not equal 22 students.

The 22 students who did not meet the criteria were approved to register for WEC classes via several methods. Nine students received approval by a faculty member and four received approval by the counseling staff. Two students enrolled without the required approval signature from the faculty or a member of the counseling staff and for seven students, registration forms were not on file in the Office of Admissions and Records. This analysis of student's records illuminates a number of important considerations regarding registration and enrollment policies and procedures. Student records must be checked carefully before allowing students to register and enroll in WEC. The College will study the academic records of the 22 students to determine their level of success in this program.

END-OF-COURSE SURVEY

A total of 115 students (76 percent return rate) completed the end-of-course survey which was administered during the final WEC classes held on April 21-23, 1995. (See Appendix B for a copy of the survey.)

Educational Goals

Students were asked to indicate their educational goal(s) in attending JTCC. As presented in the following table, many students selected more than one goal. About one-half of the respondents stated that they planned "to complete a degree" and one-third planned "to transfer to another college."

Educational Goal	
Options	**Number**
Improvement of existing job skills	19
Preparation for job to be obtained	18
To transfer to another college	52
To complete a degree	75
Personal interest	12

Students were asked how they expected to accomplish their goal(s). Eighty students (70 percent) expected to earn an associates degree, 24 students (21 percent) planned to only take selected courses, and 8 students (7 percent) planned to complete a certificate degree.

The Weekend College offers students two programs of study - Business Management and Arts and Sciences for Transfer. Students were asked to list other majors or classes they would like to see offered in the Weekend College format. Programs or majors are listed first and classes or

courses follow. A number of the suggested courses and programs of study listed are not currently offered at the College i.e., Dental Assisting and Principles of Anthropology.

Nursing	4
Computer Information Systems	4
Dental Assisting	1
Computer Engineering	1
Administration of Justice	1
Engineering	1
Economics classes	3
Science classes	3
CAD classes	2
Math classes	2
Principles of Anthropology	1
Humanities classes	1
Music Appreciation classes	1

Reasons for Attending WEC

Students were asked how they learned about Weekend College. Two- thirds of the respondents (76 students) noticed the announcement for WEC in the JTCC Schedule of Classes. The Schedule of Classes is a 20 page pull-out section that is included in local newspapers and distributed on campus and by mail. Weekend College was also announced in the local newspaper using a half page advertisement; 23 students (20 percent) learned about the WEC through this medium. Five participants learned about the program through friends or co-workers. College instructors, faculty advisors, counselors, and administrators were also responsible for informing a number of students (6 percent) about the Weekend College. One student mentioned that s/he noticed a poster advertising WEC at the College.

Students were asked to indicate why they decided to enroll in Weekend College. Students could select any number of applicable reasons. As illustrated on the following table, the majority of respondents (90 percent) said that the "classes fit their busy schedule." About 40 percent of the

students indicated that they prefer attending classes every other weekend and that the abbreviated format (half the classroom hours) fits their needs as adult learners. Several students stated personal reasons for enrolling, i.e. the ease of obtaining a babysitter and the good fit with VCU's class schedule.

Reasons for Enrolling in Weekend College	
Options	**Number**
Classes fit my busy schedule.	104
Regular work week would be over.	37
Can earn a degree by attending weekend classes.	18
Prefer attending classes every other weekend.	49
Format treats me as an adult learner.	45
Live some distance/ fewer trips to campus	26
Shift worker	5
Can take more classes with day/evening classes.	44
Other reasons	5

Rating of Hours

Students were asked to rate the accessibility of the hours for facilities and services offered through Weekend College. (See table on the following page.) The majority of students (62-76 percent) said that assessibility of the instructors, the WEC Office, and the Learning Resources Center were very good or good. Between 50-58 percent of the respondents said that the accessibility of the bookstore, the counseling office, and the admissions and records office were very good or good. Less than half (39-47 percent) of the respondents rated accessibility of the business office.

the financial aid office, the computer labs, and faculty advisors as very good or good. It should be noted that the accessibility of the business office and faculty advisors were rated as poor by 17-18 percent of the respondents. also.

Accessibility of Facilities and Services					
Facility/Service	**Very Good**	**Good**	**Fair**	**Poor**	**Not Able To Respond**
Instructor(s)	51	36	11	3	13
Cont. Ed/WEC Office	38	39	17	1	20
Counseling Office	25	33	29	7	19
Admisssns/Records Office	24	36	29	8	16
Business Office	22	32	17	21	20
Financial Aid Office	17	28	17	9	39
Faculty Advisor	21	25	21	20	23
Learning Resource Center	37	34	18	5	17
Computer labs	27	25	20	5	34
Bookstore	30	36	26	9	12

Rating of Quality

Students were also asked to rate the quality of a variety of services associated with the Weekend College. As illustrated in the following table, the quality of instruction was rated as excellent or very good by the majority of WEC respondents (91 percent). Many students gave a rating of excellent or very good to the quality of service from the WEC office (75 percent) and the

types of programs and classes offered (62 percent). Other services that received ratings of excellent or very good by more than half of the respondents were ease of registration (58 percent), personal attention (55 percent), and the quality of service from the Learning Resources Center (53 percent).

Areas of concern, indicated by ratings of poor or very poor, for a number of students included the ease of registration (13 percent), the quality of service from the business office (15 percent), and the quality of service from faculty advisors (18 percent). Ease of registration was the only service given a rating that was both positive and negative by many students. The number of students who rated the quality of service from faculty advisors as poor or very poor highlights an area that needs considerable attention since it is an important component of academic success and student retention.

Quality of Services						
	Excellent	**Very Good**	**Average**	**Poor**	**Very Poor**	**Not Able to Response**
Instruction	63	42	5	1	2	0
Continuing Ed/WEC	47	39	10	0	0	17
Counseling Office	19	35	26	6	4	20
Admissions & Records Office	17	35	32	4	3	19
Business Office	21	29	27	13	4	15
Learning Resource Center	31	30	27	4	1	17
Ease of registration	31	36	27	11	4	3
Types of programs/classes offered	27	44	27	9	0	1
Personal attention	31	32	32	3	2	8
Faculty Advisor	21	32	21	7	14	15
Awareness of needs of adults	32	40	22	8	0	8

Enrollment Preferences and Plans

Due to college-wide budget problems, all of the Weekend College classes were moved to the Chester campus, rather than offering classes at both the Chester and Midlothian campuses. Students were asked if they had a preference regarding the location of WEC classes. More than half of the respondents (64 students or 56 percent) preferred attending classes at the Chester campus. About one-third of the students (37 students or 32 percent) preferred attending classes at the Midlothian campus but were willing to continue to come to the Chester campus during 1995-96. Eight students (7 percent) said that they would not be able to attend WEC unless classes were offered at the Midlothian campus.

Students were asked about their future enrollment plans at JTCC. The majority of the respondents (70 students or 61 percent) plan to enroll in a combination of day and evening classes and the Weekend College. Twenty students (17 percent) plan to enroll in WEC classes only and ten students (9 percent) plan to enroll in day or evening classes only. A number of students plan to graduate (5 percent) or enroll at other two-year, four year, and graduate institutions (4 percent).

When asked which semester they plan to enroll, about one-third of the respondents (33 students) indicated that they will enroll in WEC classes in the summer semester, 1995 and one-third (36 students) will enroll in the fall semester, 1995. About 20 percent or 24 students plan to enroll at a later date or were undecided about their future enrollment plans. Four students plan to enroll at JTCC but not in Weekend College. Eleven students plan to not return to the College; five of the 11 had completed their educational goal and six students simply indicated that they do not plan to return. Additional information was not provided regarding reasons why students plan to not return to WEC or the College.

Students who had previously enrolled at the College were asked to compare WEC with the traditional day or evening classes. Of the 92 students who had enrolled previously, one-half (46 students) indicated no preference for WEC or the traditional day or evening class format. About one-third or 33 students preferred the WEC format and 13 students (14 percent) preferred the traditional day or evening classes format.

Comments and General Feelings about WEC

Students were asked if they would recommend WEC classes to a friend, co-worker, or acquaintance. Nearly all of the respondents (88 percent) said yes, 11 students (10 percent) said maybe, and one person said no. The majority of the respondents (94 percent) were very satisfied or satisfied with their involvement with WEC. Six students (5 percent) were dissatisfied or very dissatisfied; no reasons were given for their dissatisfaction.

Students were asked if they were interested in forming a Weekend College Student Advisory Committee to advise the College on the development of WEC. Thirteen 13 students (11 percent) indicated that they were interested in the committee while 29 students (25 percent) said that they needed more information. Additional information will be provided to the students to ensure participation by all who are willing and interested in assisting with the development of the Weekend College.

Several themes emerged from the general comments students provided on the survey. (See Appendix C.) Many stated that they were taking WEC classes due to their busy schedules which included work and family responsibilities. A number of comments focused on their satisfaction with specific instructors as well as the format for WEC. Students seem to appreciate having the opportunity to take additional classes that will help them move faster toward their goal. Overall, the

comments were positive and provide insight into students' need for this alternative educational delivery system.

FINAL COURSE GRADES

In addition to the analysis of the final grades for the nine classes that were taught during the Spring semester, the final grades for the 22 students who did not meet the enrollment criteria were studied. The grades for each course are presented in the table below.

Final Grades for WEC Classes							
Course	**A**	**B**	**C**	**D**	**F**	**I**	**W**
ART 101	14	3	0	0	0	2	1
BUS 100	15	5	0	0	3	0	0
CIS 100	5	8	2	1	0	0	4
CIS 110	5	4	3	0	2	0	3
ECO 201	4	2	2	0	0	0	2
ENG 111	5	4	4	2	0	0	3
HIS 101	18	3	2	2	5	0	0
HIS 121	3	4	6	0	0	0	2
PSY 201	4	3	4	1	3	0	1
Total	**73 (43%)**	**36 (21%)**	**23 (14%)**	**6 (4%)**	**13 (8%)**	**2 (1%)**	**16 (9%)**

When compared to the final grades of the traditional program for the Spring semester 1994, there were many similarities. In 1994, 35 percent of the students received A's while 43 percent of the WEC students received A's. Since there were specific WEC enrollment guidelines, the larger

percentage of WEC students earning A's was expected. In 1994, 23 percent of the traditional students earned B's compared to 21 percent of the WEC students. The percentage of C's, D's, and F's were similar for both groups; the grade of C was earned by 15 percent of the students in 1994 and 14 percent of the WEC students. Five percent earned D's in 1994 and 4 percent earned D's in WEC. Seven percent received F's in 1994 and eight percent received F's in WEC. There were fewer students who withdrew from Weekend College classes; only nine percent withdrew compared to 13 percent of the students enrolled in the traditional program in 1994.

Of the 22 students who did not meet the enrollment criteria, only one student was enrolled in more than one course. This student, in particular, did not take the placement tests but earned A's in History and Computer Information Systems. For the remaining nine students who did not take the placement tests, all of the grades were C or better with only one D and one F grade reported. Four students, who did not have a 2.0 GPA, earned one B, one C, and two F's; the GPA seems to be a better indicator of success or lack of success for WEC students. Five students took the placement tests and were recommended for developmental English courses but did not complete these courses. Two of these students earned B's, two earned C's and one received a W grade.

Overall, no general conclusions can be drawn from the results of the grade analysis for the 22 students who did not meet the enrollment criteria. However, it is recommended to continue to encourage students to take the placement tests before enrolling in the Weekend College. Results from subsequent semesters will be monitored to determine trends and to assist students in achieving their academic goals.

CONCLUSION

Weekend College at John Tyler Community College has provided students with an alternative educational format that is two-fold. First, adults students can complete degree requirements by attending classes every other weekend. The conflicts that are apparent from busy work schedules and family responsibilities can be reduced by the WEC delivery system. Many adult learners do not need the traditional classroom hours that are prescribed for day and evening courses. Second, students who want to complete their degree requirements at a faster pace, can supplement their academic workload by taking additonal classes through the Weekend College. The College should monitor graduation rates to determine whether students enrolled in both the Weekend College and traditional day and evening courses are graduating at a faster pace.

The lack of a promotional brochure to introduce Weekend College to the community may have impacted the number of new students who enrolled in WEC. During the summer of 1995, a promotional brochure will be mailed to all residents in the service area and enrollment patterns will be studied during the fall semester. The College expects an increase in new students with the promotional brochure.

Students were satisfied with the accessibility of their instructors, the WEC Office, and the Learning Resources Center. Some reported dissatisfaction with the Business Office hours and their faculty advisors. Many were pleased with the quality of instruction, quality of service from the WEC Office, and the types of programs and services offered.

The final course grades for WEC were similar to the grades received in the traditional day and evening classes. More A's were earned and fewer students withdrew from WEC classes. The

enrollment criteria and the attention to the needs of busy adult learners seem to provide impetus necessary for student success.

Future studies will continue to address student retention issues, accessibility, and quality of services. Students' final grades and results from in-class assessment activities will be compared to day and evening courses taught by the same faculty member. Comparabilitiy of courses is a critical component of any alternative delivery system.

WEEKEND COLLEGE

Eligibility Requirements

To be eligible for Weekend college classes, a student must:

1. Have a current application on file in the Office of Admissions and Records. A returning student who has not registered for classes within the last three semesters must submit a Re-admit Form prior to registering.
2. Submit an official copy of his/her high school transcript and official transcripts from all previously attended colleges to the Office of Admissions and Records.
3. Complete John Tyler Community college's placement tests in sentence skills, reading, and mathematics. A student who has successfully completed college-level English courses with grades of "C" or better is not required to take the sentence skills or reading tests. A student who has successfully completed a three semester-hour reading intensive course may not need to take the reading test. A student who has completed six semester-hours or more of college-level algebra or calculus with grades of "C" or better may not be required to take the mathematics placement tests. Students must contact a counselor or the Director of Student Services for guidance regarding the possible waiver of the reading and/or mathematics tests. Developmental courses are not offered in the Weekend College. Minimum satisfactory placement test scores on the College Board's Computerized Placement Tests are 82 in Reading and 87 in Sentence Skills.
4. Make an advising appointment with a counselor or academic advisor to plan course selections and obtain approval (on the Weekend College Registration form) to register.
5. Maintain a minimum cumulative grade point average (GPA) of 2.0 to be eligible to enroll in Weekend college classes.

JOHN TYLER COMMUNITY COLLEGE
WEEKEND COLLEGE SURVEY
SPRING 1995

1. What is your educational goal in attending John Tyler? (Please check all that apply.)
   - 1 = Improvement of existing job skills.
   - 2 = Preparation for job to be obtained.
   - 3 = Taking credits to transfer to another college.
   - 4 = To complete a degree.
   - 5 = Personal interest.
   - 6 = Other (please explain)_____

   _____ 1 2 3 4 5 6

2. How do you expect to accomplish your goal(s)?
   - 1 = Selected course(s) only
   - 2 = Certificate program
   - 3 = Associate degree

   1 2 3

3. What is your major?
   - 1 = Arts & Sciences for Transfer degree
   - 2 = Business Management Associate degree
   - 3 = Other (please list your major) _____
   - 4 = Not pursuing an Associate degree

   1 2 3 4

4. Currently, Associate degrees in Business Management and in Arts and Sciences for transfer may be completed entirely through attending Weekend College. Please indicate any other degrees or classes you would like to see offered in the Weekend College format. _____
   _____

5. How did you first learn of John Tyler's Weekend College? (Please check only ONE response)
   - 1 = Weekend College class schedule that was a part of the twenty page schedule that also included day and evening offerings of John Tyler.
   - 2 = Newspaper advertisement (1/2 page ad that was a part of the regular advertisement in the newspaper).
   - 3 = Friend/acquaintance
   - 4 = Employer/co-worker
   - 5 = Other (please explain) _____

   _____ 1 2 3 4 5

6. Please indicate the reasons why you decided to enroll in Weekend College (WEC). (Please check ALL reasons that apply to you.)
   - 1 = Weekend College classes fit into my busy schedule. 1
   - 2 = I thought I would like attending Weekend College because my regular work week would be over. 2
   - 3 = I will be able to earn a degree by only attending WEC classes. 3
   - 4 = I prefer attending classes every other weekend rather than every weekend. 4
   - 5 = I thought I would like the WEC format with only half the number of classroom hours because it is set up to treat me as an adult learner. 5
   - 6 = I live some distance from the College so, with the significantly fewer class meetings, I'm able to make fewer trips to the College. 6
   - 7 = I'm a shift worker and WEC allows me to attend college. 7
   - 8 = WEC gives me an opportunity to take more classes along with my day and/or evening classes. 8
   - 9 = Other. (Please explain.)_____

   _____ 9

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7. Please indicate whether the hours of the following facilities/ services allow you to have
   1 = Very good accessibility
   2 = Good accessibility
   3 = Fair accessibility
   4 = Poor accessibility
   5 = N/A (Not able to respond)

1. My instructor	1	2	3	4	5
2. Continuing Education Division/Weekend College office	1	2	3	4	5
3. Counseling office	1	2	3	4	5
4. Admissions & Records office	1	2	3	4	5
5. Business Office (where tuition is paid)	1	2	3	4	5
6. Financial Aid office	1	2	3	4	5
7. My Faculty Advisor	1	2	3	4	5
8. Library/Comprehensive Learning Center	1	2	3	4	5
9. Computer labs	1	2	3	4	5
10. Bookstore	1	2	3	4	5

8. Please rate the following aspects of John Tyler's Weekend College by ranking them as follows:
   1 = Excellent
   2 = Very good
   3 = Average
   4 = Poor
   5 = Very poor
   6 = N/A (Not able to respond)

1. Quality of instruction.	1	2	3	4	5	6
2. Quality of service from the Continuing Education/ Weekend College office.	1	2	3	4	5	6
3. Quality of service from the Counseling office.	1	2	3	4	5	6
4. Quality of service from the Admissions & Records office.	1	2	3	4	5	6
5. Quality of service from the Business Office (where tuition is paid).	1	2	3	4	5	6
6. Quality of service from the Library/Comprehensive Learning Center.	1	2	3	4	5	6
7. Ease of registration.	1	2	3	4	5	6
8. Types of programs/classes offered.	1	2	3	4	5	6
9. Personal attention	1	2	3	4	5	6
10. Quality of service from my faculty advisor.	1	2	3	4	5	6
11. Awareness of the needs of adult students.	1	2	3	4	5	6

9. Due to college-wide budget problems, we unfortunately had to move all Weekend College (WEC) classes to the Chester campus. We will NOT be able to offer WEC classes at the Midlothian campus next year, but hope to return to the Midlothian campus in Fall 1996. Please indicate which statement best reflects your preference about Weekend College class location.

1. I prefer to attend WEC classes at the CHESTER campus. 1
2. I prefer to attend WEC classes at the MIDLOTHIAN campus, but next year I will attend WEC classes at the Chester campus until WEC, hopefully, returns to the Midlothian campus in Fall 1996. 2
3. I will not be able to attend WEC classes unless they are offered at the MIDLOTHIAN campus. 3

10. Regarding future enrollment at John Tyler, I plan to:
    (Please check only ONE response)
1. Enroll only in Weekend College classes.
2. Enroll in a combination of Weekend College classes and day/evening classes.
3. Enroll in only day/evening classes
4. Not enroll at John Tyler because _____

_____ 27 1 2 3 4

11. When do you next plan to enroll in a Weekend College class?

1.	1995 Summer semester	1
2.	1995 Fall semester	2
3.	Later date	3
4.	Undecided	4
5.	I have completed my goal at John Tyler.	5
6.	I have completed all the classes that I can take in Weekend College.	6
7.	I do not plan to enroll in Weekend College, but I plan to continue at John Tyler.	7
8.	I do not plan to enroll in the future at John Tyler.	8

12. Please answer this statement ONLY IF YOU HAVE PREVIOUSLY, OR ARE CURRENTLY, ATTENDING DAY OR EVENING CLASSES AT JOHN TYLER. In comparing my Weekend College class(es) at John Tyler with day and/or evening classes at John Tyler:
    1 = I prefer Weekend College classes.
    2 = I prefer evening classes or day classes
    3 = I have no preference--Weekend College classes and day and/or evening classes are acceptable to me. 1 2 3

13. Would you recommend Weekend College to a friend/co-worker/ acquaintance?
    1 = Yes
    2 = No
    3 = Maybe. Need more information. 1 2 3

14. Which statement best describes your feeling about your involvement with Weekend College?
    1 = Very satisfied
    2 = Satisfied
    3 = Dissatisfied
    4 = Very dissatisfied 1 2 3 4

15. We are currently forming a Weekend College Student Advisory Committee that will meet with the Director of Continuing Education/Weekend College. The committee will meet 2-3 times a semester to advise the College on the development of Weekend College. Are you interested in being considered for membership on this committee?
    1 = Yes
    2 = No
    3 = Maybe. Need more information. 1 2 3

If you answered YES or MAYBE to question 15:

Name: _____
(Please print)

Phone numbers: _____ (Work) _____ (Home)

PLEASE PROVIDE ANY GENERAL COMMENTS ABOUT WEC: _____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR INPUT!

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COMMENTS **Weekend College Survey** **Spring 1995**

- Want WEC classes offered at Midlothian.
- Excellent idea and should continue to expand.
- Worked well -- allowed me to complete my graduation requirements without waiting another semester.
- Great teachers!!!
- Excellent teacher, filled with enthusiasm and passion for her subject matter and students (ART 101).
- A good opportunity for those who are returning students, with many roles, to continue education.
- This has been an outstanding re-entry into college! I have decided to begin full-time studies in the fall.
- Need to stress to other (future students) that you need to spend extra time on WEC classes due to space in between.
- Holding class weekly would allow us to cover more material (ECO 201).
- It would be nice if you didn't have to make 4 trips to the bookstore to get books for 1 class.
- The only bad thing is that almost all of the classes are offered only on Saturday at the same times. This summer I wanted to take ART 102 and PSY 202, but could not because they are being offered at the same time.
- Overall I am very satisfied with my experience at Weekend College. I found it very hard (and discouraging) to attempt to take night classes due to family/work. The follow-up by the staff is wonderful. Downside: Counseling Office not accessible to WEC students.
- I would like to see second sessions of classes offered in the fall. I am unable to attend on every Saturday during summer. I hope to find a Friday P.M. class for Summer '95, but wonder when I will be able to complete "History of Western Civilization" and ENG 111.
- In tune with the adult student. Maybe a list of selected electives could be provided based on type of 4-year degree desired, I.E.: Engineering, Nursing, etc., at state universities.
- Fit well into my schedule. Only deficiencies seem to be due to the experimental nature of this program so far.
- Would be easier to enroll if regular advisers could approve WEC classes, and if they could be enrolled on the same forms.
- The requirement to have the counselors okay prior to registration is a big negative for those of us working who would like to take advantage of phone registration.
- It would be wonderful if the computer lab stayed open Friday nights when WEC meets until the class starts. I come straight from work and end up just sitting around for an hour or more when I could be practicing. The Midlothian campus needs to have a lab assistant on duty more in the evenings, and they should sit at the front desk so that lab users could know they are there. Alice is definitely your best lab assistant, and all goes perfectly when she is at either lab.
- I think the idea of weekend college is a very good one, but I believe they should be held every weekend instead of every other. Classtime hours are very important to me.
- I think it might be beneficial to meet every weekend for some classes.
- For CIS 100, the instructor, Steve Bailey, is excellent. What I have been disappointed with is the lack of hands-on time due to every-other-weekend classes and lack of lab time. Weekend

college participants need to be aware of the amount of out-of-class work that is necessary to do well in these classes.

- Excellent program. Allows me flexibility for my work! Enjoy the cross between ELI class and a lecture class. Please don't do away with the program! Allows me flexibility for my work! Enjoy the cross between ELI class and a lecture class. Please don't do away with the program!
- It's very convenient for a full-time worker/mother and housekeeper such as myself. This way I get time to spend more time with my family, too.
- The program is a very good concept. Due to the amount of material and necessary lecture time, I suggest class meet every weekend for CIS 100. The computer labs leave a lot to be desired. There is a wide variance between software on the various computers in the labs. The assistants in the labs did not prove knowledgeable enough to help when we had problems. Other than this, I enjoyed the program.
- I believe in CIS, which is my only experience, there needs to be a consistency between the computer programs at Midlothian and Chester.
- Great!
- Weekend College was very convenient and allowed me to take other classes during the week.
- Very interesting class -- credit to the instructor, Mr. Bryan. Enjoyed class as well as info obtained.
- Thanks for the opportunity of enrolling in WEC!
- Allows you to be able to take more classes.
- Thoroughly enjoyed it!
- I found Weekend College to be very helpful for my schedule. It allows me to take more than one class per semester. I hope it will be offered throughout my degree-seeking experience.